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# Student Services Program Review Annual Update – Form

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**Allan Hancock College Program Review-Student Services Division  
2021-22 Annual Update**

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| Date:  | 6/10/2022   |
| Program and Department:                      | MESA/STEM   |
| Additional programs included in this review: | N/A   |
| Date of last comprehensive review*:          | fall 2018 – spring 2019   |
| Submitted By:                                | Christine Reed  |
| Attachments:                                 | <input type="checkbox"/> Advisory Board Meeting Minutes/Recommendations<br><input type="checkbox"/> 6-year assessment plan<br><input checked="" type="checkbox"/> Other: Advisory Board meeting UTC Report May 2021 |

\*Copies of the Comprehensive program reviews can be found in the Program Review matrix. These will list the date when they were submitted.

## I. Program Mission/Goal

Explain how the program mission aligns with the [college mission](#).

MESA provides educationally and economically disadvantaged students majoring in STEM disciplines with the resources designed to engage them in inclusive learning environments including the MESA/STEM Academic Success Center so that they may achieve success in their personal, academic, and career aspirations by transferring to university and obtaining a bachelor's degree, eventually becoming assets to our state in research, industry, and service.

## II. Program Accomplishments

Please summarize your program accomplishments, successes, and highlights for the year, and describe how it supports the college's [strategic goals](#).

- The MESA/STEM program continuously developed innovative programs and services to meet students' needs.
- MESA/STEM faculty and staff have maintained excellent working relationships and strong collaboration amongst themselves as a team, with STEM instructional programs and student support services, as well as with other student service areas on campus.
- MESA/STEM faculty and staff maintained strong intra-departmental coordination to train tutors.
- MESA/STEM faculty and staff remained committed and dedicated to MESA/STEM students and their success.
- MESA/STEM has had strong and active partnerships with partner universities.
- The MESA/STEM program continued to seek many opportunities to leverage other financial resources including donations, grants, and partnerships with other campus departments.
- MESA/STEM team made significant effort to engage students in support services and give them many opportunities for professional development.
- MESA/STEM counselors met regularly with students individually to identify students' needs and to develop plans for the delivery of appropriate support services. Individualized student education plans and DegreeWorks semester-by-semester plans were developed through an interactive process with the student. Counselors facilitated various workshops on topics related to academic success.
- MESA/STEM maintained its informative and up-to-date website that gives comprehensive support to students.
- ENGR 100 and STEM 100 were effective in orienting students to STEM academic success strategies and exploration of STEM careers.
- MESA/STEM procedures remained compliant with CCCCO grant requirements.
- MESA/STEM student records were maintained securely and confidentially as directed by the CCCCO grant requirements.
- Demographic data indicated MESA/ASEM students continue to have a notably higher percentage of Hispanic, low income, and first-generation students than the college in general. The data reflected the successful outreach efforts to recruit economically and educationally disadvantaged students.
- MESA students transferred to university at higher rates than the general population and had higher GPAs.
- The MESA/STEM team included a very positive, caring, cohesive, professional, knowledgeable, and courteous faculty and staff that fostered a spirit of collaboration and respect with a "students first" attitude.
- MESA/STEM faculty and staff maintained their involvement on campus committees and councils, as well as community relationships.
- MESA Coordinator/Counselor played a key role in the leadership and implementation of program goals and directions.
- A new facility was constructed and opened per MESA/STEM student needs.
- The District continued to fund three MESA/STEM positions to staff the program.

- The MESA/STEM program maintained its strong working relationships with industry in the area and gave students many opportunities to connect with industry.
- The Week of Discovery program continued to take place and was an excellent orientation program for incoming STEM students.
- The MESA Milestones (Newsletter) continued to be well received by campus and community partners and effectively promote SLO data and student success stories.
- MESA/STEM worked continuously to help students receive scholarships and earn internships.
- The grant continued to be managed well.
- Student-use computers were updated and can now be loaded with up-to-date software used in the STEM classroom.
- Instructor office hours are now readily available in the new facility.

### III. Program Challenges

Please summarize your program challenges for the year.

- There seems to be a lack of understanding of our program services amongst the general counselors.
- More available tutoring hours are needed per student request.
- Students need more available counseling hours and a dedicated STEM full-time Academic Specialist.
- ASEM (“Friends of MESA”) students would benefit from establishing a program contract such as MESA students do.
- Student Equity financial support (particularly with counseling services) has been inconsistent and not meeting the commitments made by the District in the MESA grant budget as approved by the State.
- Funding is needed to support a “Women in Engineering” program within the program.

### IV. Online Services & Service Locations:

List the services offered online and at other district locations.

Historically, no services have been offered online other than access to information through our comprehensive website and phone/email counseling appointments. Due to the pandemic spring 2020, all services except field trips were converted to remote modalities including STEM 100 and ENGR 100 and students continued to be served in these modalities post pandemic.

Compare the accessibility and effectiveness of these services and how they are equitable compared to the services offered at the primary campus.

N/A

## V. Learning Outcomes

### A. Program Outcomes

- Check here if any Program Learning Outcomes (PSLO) changes were approved by your department in 2016.

Please list any new or revised program outcomes (PSLO). Describe what changes were made by listing the new/modified program outcomes and the old program outcomes.

No changes made.

### B. Student/Service Learning Outcomes

- Check here if any Student Learning Outcome (SLO) changes were approved by your department in 2016.

Please list any new or revised student learning outcomes (SLO). Describe what SLO changes were made by listing the new/modified SLO and the old SLO.

No changes made.

### C. Mapping

Review current mapping and list any changes made on your SLO or PSLO. You may attach an elumen summary map report with marked changes or if mapping changes were already made please indicate when and how the changes were made.

N/A if no changes are needed.

N/A

## VI. Assessment Data

### A. eLumen Report Analysis

Summarize the student learning outcomes that has been assessed this past year (what were they, how were they assessed, and what were the notable results).

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| <p>MESA SLO1: After participating in AEW's, MESA students will demonstrate a command of collaborative work skills in the chosen field of study and exhibit the appropriate study skills to master the material.<br/>           Assessment May 2022<br/>           All AEW facilitators completed evaluation rubrics on their workshop attendees.<br/>           Students continued to demonstrate "exceeding standards" of command of collaborative work skills.</p>   |  |
| <p>MESA SLO2: By the end of fall term of their final year at Allan Hancock College, MESA students will have identified a long-term support system including faculty, on-campus resources, professional organizations, and potential employers.<br/>           Assessment December 2021<br/>           All fall 2022 transfer applicants completed a survey assessing their support system.<br/>           Students continued to demonstrate "meet or exceed standard" for their long-term student support resources.</p> |  |
| <p>MESA SLO4: By the end of spring term of their final year at Allan Hancock College, MESA students will have an adequate resume in order to obtain internships to professionally develop themselves for tomorrow's workforce.<br/>           Assessment May 2022<br/>           All fall 2022 transfer students submitted a resume to MESA/STEM with was evaluated by the MESA Counselor using a standardized rubric.<br/>           Students continued to demonstrate "meet or exceed standard."</p>                   |  |

Provide examples about how the faculty/staff use or have used data to change or improve services and delivery method.

N/A

### B. Service Quality and Institutional Effectiveness

**Dissemination Plan** (the process for sharing these assessment results):

Data is entered into SPOL. MESA SLO data is distributed using its semesterly newsletter – MESA Milestones.

**Service Quality Plan** (describe your program use of assessment data to improve services & student learning):

Historically, any areas resulting in “below standard” MESA staff/faculty review the data, discuss options for addressing, and implement strategies accordingly. The only area in the past which improvements were needed was in MESA SLO 4.

**Six-Year Plan** (brief update of your current 6-year plan progress):

Implement hosting an annual “open house” at the beginning of each academic year designed to showcase our program and services for STEM & Counseling faculty/staff

**Status:** Grand Opening of the new center was held in March 2022, and the center will host an annual open house each fall term to showcase its programs and services for STEM students and faculty/staff.

Purchase two large TV screen display devices to be located in the study center and in the learning lab to be used for student communication

**Status:** completed

Purchase 16-18 new computers for students use in study center and learning lab

**Status:** completed

Hire a full-time STEM Academic Specialist (faculty)

**Status:** Proposal submitted via L&PS department through the faculty prioritization process fall 2021 (for the third year in a row)

Increase available tutoring hours by 20% in fall, spring, and summer terms

**Status:** Due to the addition of the LSAMP C6 grant, tutoring hours were increased by 15% beginning spring 2022. The effort will continue in the 2022/2023 academic year.

Purchase 5 anatomy models and other needed instructional materials/supplies

**Status:** completed

Update and expand information on MESA/STEM in the college catalog

**Status:** completed

Develop and post a “Bill of Rights” designed to communicate MESA/STEM student conduct standards and incorporated into MESA Welcome Workshop

**Status:** completed

Establish orientation and contract processes for ASEM students similar to existing processes for MESA students

**Status:** Will be developed and established in the 2022/2023 academic year.

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| Evaluate SLO 4 historical data and determine changes that need to be implemented<br><b>Status:</b> Will be developed and established in the 2022/2023 academic year.   |
| Establish resources to expand opportunities for MESA/STEM faculty and staff to engage in professional development activities<br><b>Status:</b> Will be developed and established in the 2022/2023 academic year. |
| Implement the established college facilities plan to move MESA/STEM from W21/22 to M433/434<br><b>Status:</b> completed  |
| Establish consistent funding standards for MESA from Student Equity per the approved MESA grant budget<br><b>Status:</b> ongoing since fall 2020   |
| Establish a “Women in Engineering” program (E3 – Enticing, Engaging, and Empowering Women in Engineering at AHC)<br><b>Status:</b> Will be developed and established in the 2022/2023 academic year.             |

## VII. Internal/External Conditions

### Quantitative and Qualitative Data

Summarize major trends and opportunities that have emerged in the program.

Opportunities:

- A full-time STEM Academic Specialist is needed (faculty)
- Funding is needed to support the Women in Engineering program

List all internal conditions that have influenced the program in the past year. You may also list any changes in technology, budget, staffing, resources, enrollment management, or facilities issues, etc.

Continued inconsistency in funding support from Student Equity funds, regardless of the college’s commitment of funds via its grant submission, continues to be a major challenge for the program and its support of counseling services onsite in the MESA/STEM Academic Success Center.

## VIII. Status of Final Plan of Action

Summarize the progress made on the recommendations from your last 6-year program review plan of action.

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| <p>Implement hosting an annual “open house” at the beginning of each academic year designed to showcase our program and services for STEM &amp; Counseling faculty/staff<br/> <b>Status:</b> Grand Opening of the new center was held in March 2022, and the center will host an annual open house each fall term to showcase its programs and services for STEM students and faculty/staff.</p> |
| <p>Purchase two large TV screen display devices to be located in the study center and in the learning lab to be used for student communication<br/> <b>Status:</b> completed</p>   |
| <p>Purchase 16-18 new computers for students use in study center and learning lab<br/> <b>Status:</b> completed</p>  |
| <p>Hire a full-time STEM Academic Specialist (faculty)<br/> <b>Status:</b> Proposal submitted via L&amp;PS department through the faculty prioritization process fall 2021 (for the third year in a row)</p>   |
| <p>Increase available tutoring hours by 20% in fall, spring, and summer terms<br/> <b>Status:</b> Due to the addition of the LSAMP C6 grant, tutoring hours were increased by 15% beginning spring 2022. The effort will continue in the 2022/2023 academic year.</p>  |
| <p>Purchase 5 anatomy models and other needed instructional materials/supplies<br/> <b>Status:</b> completed</p>   |
| <p>Update and expand information on MESA/STEM in the college catalog<br/> <b>Status:</b> completed</p>   |
| <p>Develop and post a “Bill of Rights” designed to communicate MESA/STEM student conduct standards and incorporated into MESA Welcome Workshop<br/> <b>Status:</b> completed</p>   |
| <p>Establish orientation and contract processes for ASEM students similar to existing processes for MESA students<br/> <b>Status:</b> Will be developed and established in the 2022/2023 academic year.</p>  |
| <p>Evaluate SLO 4 historical data and determine changes that need to be implemented<br/> <b>Status:</b> Will be developed and established in the 2022/2023 academic year.</p>  |

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| Establish resources to expand opportunities for MESA/STEM faculty and staff to engage in professional development activities<br><b>Status:</b> Will be developed and established in the 2022/2023 academic year. |
| Implement the established college facilities plan to move MESA/STEM from W21/22 to M433/434<br><b>Status:</b> completed  |
| Establish consistent funding standards for MESA from Student Equity per the approved MESA grant budget<br><b>Status:</b> ongoing since fall 2020   |
| Establish a “Women in Engineering” program (E3 – Enticing, Engaging, and Empowering Women in Engineering at AHC)<br><b>Status:</b> Will be developed and established in the 2022/2023 academic year.             |

List any new or modified recommendations below, including rationale for these in the table below.

| ADDITIONAL Recommendations to Plan of Action | Rationale |
|--|-----------|
| None   |           |

| MODIFIED Recommendations to Plan of Action | Rationale |
|--|-----------|
| None                                       |           |

## IX. Request for Resources

| Type             | Item and Need                             | Justification  | Strategic Goal and Educational Master Plan Alignment         | Est. Cost  | Requested Previously   |
|------------------|---|--|--|--|--|
| Facility Needs   |   |  |  |  | <input type="checkbox"/> Yes    No <input type="checkbox"/>            |
| Technology Needs |   |  |  |  | <input type="checkbox"/> Yes    No <input type="checkbox"/>            |
| Staffing Needs   | <u>Full-time STEM Academic Specialist</u> | <u>See L&amp;PS Dept faculty prioritization proposal F21</u> | <u>See L&amp;PS Dept faculty prioritization proposal F21</u> | <u>See L&amp;PS Dept faculty prioritization proposal F21</u> | <input checked="" type="checkbox"/> Yes    No <input type="checkbox"/> |

|                            |  |  |  |  |   |
|----------------------------|--|--|--|--|---|
| Equipment (non-technology) |  |  |  |  | <input type="checkbox"/> Yes    No <input type="checkbox"/> |
| Other Resources            |  |  |  |  | <input type="checkbox"/> Yes    No <input type="checkbox"/> |